~~Capstone Proposal~~Using Web 2.0 Tools to Engage Learning in English Language Arts and Math

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Setting and Context

The setting for my capstone experience will take place at Harmony-Leland Elementary School. Harmony-Leland Elementary School is a public school that offers STEM and is located in Mableton, Georgia in the Cobb County School District. Our school is considered to be a Title I School based on federal guidelines and has a student population that qualifies for free or reduced lunch. Harmony-Leland Elementary School serves 631 students ranging from Pre-K to 5th grade. The racial demographics of students consist of 62.6% African-American, 10.7% Caucasian, 23.9% Hispanic, .6% Asian, 2.2% Multi-racial. (A. Whitehead, personal communication, August 24, 2018)

In each grade level, there are five teachers from Kindergarten to 5th grade ranging from early twenties to mid-sixties in age. We have approximately 11 teachers under Special Education including Interrelated (IRR), IRR paraprofessionals, Special Needs Pre-K (SNPK), SNPK paraprofessional, Middle Interrelated Disabled (MID), MID paraprofessional, and Speech. There is a Literacy coach, Early Intervention Program/Math coach, English to Speakers of Other Languages teacher, two gifted teachers, three custodians, and five cafeteria staff members. We also have two counselors, a school psychologist, a parent facilitator, one principal, one assistant principal, and one head special education leader working with administration.

There are at least ~~5~~ five desktop computers provided in every classroom, each teacher has their own laptop, smartboard in the classroom, and a class set of i-Respond remotes. In the Learning Commons we have eleven desktops, two parent/adult computers, an interactive board, and three laptop carts with 30 laptops each that are available for checkout. Teachers also have

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access to document cameras and slates for their classroom. In our computer lab there are 27 desktops and a smartboard. Our Tech/Writing teacher uses resources such as Mentoring Minds, Seesaw, Office 365, and One Note class notebooks to guide instructional learning. Our school is not a 1:1 initiative school; however, we are starting to implement the Bring Your Own Device (BYOD) program so that students are able to use their own electronic devices for classwork. We also have a Technology Training/Integration Specialist (TTIS) who works at the school at least once a week. Aside from this, she typically visits the school one or two other days for people who have requested trainings with her.

In our school, there is a need for more technology and also integration of technology within the classroom. Our principal would really like for teachers to use Office 365 and Cobb Teaching and Learning System more. We are also reaching towards the goal of increasing student's comprehension, fluency, and building math skills. Although our scores are improving each year, we are still striving for greater academic success. I would like to help identify effective resources and strategies that will promote integration of technology seamlessly into the classroom focusing mostly on English Language Arts and Math. My principal is fully aware of this project and is looking forward to seeing new strategies and resources being implemented to classrooms using integration of technology.

Statement of Problem, Need and Rationale

Looking at the challenges of integrating technology into the classroom, I am seeking to take away some of the concerns and dread that many teachers may feel. In most cases, the idea of integrating technology is not the main problem. It's identifying how to properly implement technology into the classroom and also being aware of the resources that will compliment and

promote engaging lessons in subjects such as English Language Arts and Math. "Merely introducing technology to the educational process is not enough. The question of *what* teachers need to know in order to appropriately incorporate technology into their teaching has received a great deal of attention" Mishra and Koehler (2006). The more knowledgeable teachers become with resources and their benefits the more likely they are to embrace the growing culture of integrating technology within the curriculum.

In the Lee and Hollebrands (2008) article it touches on the benefits of using technology and how it magnifies students' abilities to solve problems. Technology is used to help reorganize the way students think about problems and their solutions. It can also be used to accelerate mathematical procedures and has the potential to change the way students and teachers think about mathematical ideas. With this gained research, teachers can use this information to support their view of technology and hopefully will be motivated to increase integration of it more frequently.

As a future Instructional Coach (IC) I believe that one of the keys to increasing integration of technology in the classroom is by addressing concerns that teachers may have. Knight (2007) states that "ICs can increase their chances of having a big impact by focusing on high-leverage practices that truly respond to teachers' most pressing concerns." (p. 22). In order to fulfill my goal of promoting integration of technology seamlessly into the classroom I want to make sure that teachers are confident with new tools that they are introduced to. Zoch, M., Myers, J., & and Belcher, J. (2016) saysay,s that "Understanding the challenges teachers face with technology integration is important, but so is considering how to support them." (p. 27). The author article shared that digital tools could be used to help integrate technology into English Language Arts (ELA) instruction. Some digital tools that can be used are Blogs (such as

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Weebly, to create resources for things like book clubs), Google Hangouts (to participate in book club discussions), and Popplet (used to respond to course readings) (p. 30) Some other examples of how teachers can be supported with technology integration is with professional development, support from administrators, and access to available resources within the school Zoch, Myers, and Belcher (2016).

Simple digital video tools such as iPads and video cameras are commonly used to share learning in and outside of the classroom for math. Niess and Walker (2010) says "With the capabilities of digital videos, students should no longer be expected to learn mathematical concepts and processes only by sitting and listening to long explanations. They can be more actively involved in constructing their knowledge with the aid of digital video as they explore the amazing world of mathematics" (p. 101). Using fun video tools like iMovie is a great way to integrate technology and math. Students love to get creative with showing what they have learned and teachers enjoy sharing the clips with parents, coworkers, and administration. (Hughes, 2005) shares more knowledge about how vital it is for teachers to have models and research-based practices so that they can understand and be able to implement technology into their instruction.

"With no clear sense of effective technology use, teachers often ignore it altogether or resort to exposing students simply to whatever current software is most available, with little instructional support or curricular connection." (Young, C. A. & Bush, J, 2004, p.7) This issue is something that is in great need of assistance. I am confident that with teachers knowing that their concerns are acknowledged, that they are supported, and with them being provided with the knowledge and tools to implement into the classroom in which they feel are beneficial as well as worthy of their time, the use of technology integration will increase in school.

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Objectives and Deliverables

My goal is to help identify effective resources and strategies that will promote integration of technology into the classroom with the primary focus on English Language Arts and Math. With this intention of integrating technology more within the classroom, I believe that my third grade team can increase the possibility of reaching some of our school goals which include improving student's comprehension, fluency, and building math skills. In order to support the lack of exposure to technology resources and to motivate teacher learning I plan to administer engaging workshops to increase the use of Web 2.0 tools in the classroom. A chart outlining the PSC standards and how they align to the objectives can be found below in Table 1. The goal of my project is based on the following objectives and deliverables and will be achieved by December, 2019:

Project Objective: By September 6, 2019, teachers will increase their use of Kahoot by 20% and use this tool to build students' math skills.

Deliverables:

1. Develop an online needs assessment using Google forms to measure the comfort level of the team with using Kahoot.

2. Design and deliver at least 1 workshop to address those needs.

3. Develop handouts and screencasts to assist in the use of Kahoot.

4. Design and develop a website to house all of the workshop materials.

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Project Objective: By October 4, 2019, teachers will increase their use of Edmodo by 20% and will use it to build students' fluency and comprehension.

Deliverables:

1. Develop an online needs assessment using Google Forms to measure the comfort level of the team with using Edmodo.

2. Design and deliver at least 1 workshop to address those needs.

3. Develop handouts and screencasts to assist in the use of Edmodo.

4. Add materials to the website to house all of the workshop materials.

Project Objective: By December 6, 2019, teachers will increase their use of Learn Zillion by 20% and will use it to build students' comprehension and math skills.

Deliverables:

1. Develop an online needs assessment using Google Forms to measure the comfort level of the team with using Learn Zillion.

2. Design and deliver at least 1 workshop to address those needs.

3. Develop handouts and screencasts to assist in the use of Learn Zillion

4. Add materials to the website to house all of the workshop materials.

PSC Standards

I have included the Georgia Professional Standards Commission throughout my objectives and goals. The majority of these standards has a higher focus on the second and third

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domain although I have included standards from most of the domains that are listed below. With these domains, teachers will be able to provide a plethora of tools to develop engaged learning in the classroom. They will demonstrate a classroom that reflects higher order thinking skills, learning, and more successful assessments. The Web 2.0 tools are sure to intrigue both students and teachers throughout the school year and will bring a welcoming and rich atmosphere within the learning environment.

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Standard 1: Visionary Leadership

Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

1.1 Shared Vision

Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. (PSC 1.1/ISTE 1a)

Standard 2: Teaching, Learning, & Assessment

Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

2.1 Content Standards & Student Technology Standards

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Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. (PSC 2.1/ISTE 2a)

2.2 Research-Based Learner-Centered Strategies

Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. (PSC 2.2/ISTE 2b)

2.3 Authentic Learning

Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. (PSC 2.3/ISTE 2c)

2.4 Higher Order Thinking Skills

Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)

2.5 Differentiation

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)

2.7 Assessment

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Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. (PSC 2.7/ISTE 2g)

Standard 3: Digital Learning Environments

Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

3.2 Managing Digital Tools and Resources

Candidates effectively manage digital tools and resources within the context of student learning experiences. (PSC 3.2/ISTE 3b)

3.3 Online & Blended Learning

Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators. (PSC 3.3/ISTE 3c)

Standard 5: Professional Learning & Program Evaluation

Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

5.2 Professional Learning

Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and

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online components, models principles of adult learning, and promotes best practices in teaching, learning and assessment. (PSC 5.2/ISTE 4b)

5.3 Program Evaluation

Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning. (PSC 5.3/ISTE 4c)

Standard 6: Candidate Professional Growth & Development

Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

6.1 Continuous Learning

Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice. (PSC 6.1/ISTE 6a, 6b)

6.2 Reflection

Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences. (PSC 6.2/ISTE 6c)

Table 1

Standards and Objectives Alignment

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Standard	Standard Descriptor	Project Objective
PSC 1.1/ ISTE 1a Shared Vision	Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.	By September 6, 2019, teachers will increase their use of Kahoot by 20%.
PSC 2.1/ISTE 2a Content Standards & Student Technology Standards	Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards.	By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 2.2/ISTE 2b Research-Based Learner-Centered Strategies	Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students.	By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 2.3/ISTE 2c Authentic Learning	Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.	By September 6, 2019, teachers will increase their use of Kahoot by 20%. By October 4, 2019, teachers will increase their use of Edmodo by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 2.4/ISTE 2d Higher Order Thinking Skills	Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection).	By September 6, 2019, teachers will increase their use of Kahoot by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 2.5/ISTE 2e Differentiation	Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of	By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.

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	differentiation, including adjusting content, process product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.	
PSC 2.7/ISTE 2g Assessment	Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources.	By September 6, 2019, teachers will increase their use of Kahoot by 20%. By October 4, 2019, teachers will increase their use of Edmodo by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 3.2/ISTE 3b Managing Digital Tools and Resources	Candidates effectively manage digital tools and resources within the context of student learning experiences.	By October 4, 2019, teachers will increase their use of Edmodo by 20%.
PSC 3.3/ISTE 3c Online & Blended Learning	Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators.	By September 6, 2019, teachers will increase their use of Kahoot by 20%. By October 4, 2019, teachers will increase their use of Edmodo by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 5.2/ISTE 4b Professional Learning	Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment.	By October 4, 2019, teachers will increase their use of Edmodo by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.

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PSC 5.3/ISTE 4c Program Evaluation	Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.	By September 6, 2019, teachers will increase their use of Kahoot by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 6.1/ISTE 6a, 6b Continuous Learning	Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice.	By October 4, 2019, teachers will increase their use of Edmodo by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.
PSC 6.2/ISTE 6c Reflection	Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.	By October 4, 2019, teachers will increase their use of Edmodo by 20%. By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.

Project Description

The project I am proposing will include trainings introducing different Web 2.0 tools. These tools will help support the goal of teachers successfully integrating technology into their classrooms. My goal is to give my colleagues at least three trainings that will demonstrate how to utilize Kahoot, Edmodo, and Learn Zillion in the classroom to increase student engagement and enhance instructional learning. I will provide a pre- assessment and post- assessment using Google forms to monitor how effective the trainings are. I will also create a website that will have all the instructional materials available for my team to access afterwards. During the

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trainings, I will demonstrate different ways my colleagues can use these resources in their classrooms. The final outcome of this project will offer teachers and students at Harmony-Leland Elementary school with a more interactive learning experience and produce an authentic learning environment.

First project item/activity

Kahoot is a powerful educational tool that students really enjoy. The basic premise behind Kahoot is fairly simple: Teachers create a series of multiple choice questions that are projected on the screen while the students answer those questions on their own devices. The game element comes into play because after every question, the top ranking participants are displayed before moving onto the next question which promotes participation and engagement in class. One of the really great things about Kahoot is that it is extremely easy to set up and students do not need to create an account to participate. All they have to do is navigate to the Kahoot website, put in the code for the quiz that the teacher provides, and then have fun. What makes Kahoot a win is that it can be used for Elementary age students all the way to High School students.

The first part of the project will be to develop a pre-assessment using Google Forms to measure the teachers' comfort level with using Kahoot. After reviewing the data, I will develop materials to present at the training. The data will also be used as a baseline for the comfort level of the teachers to use Kahoot. The materials will include handouts with screenshots and examples of how to use Kahoot to implement online content. These activities will align with PSC standard 1.1 Shared vision because it is Harmony-Leland's goal to have a 21st century classroom. It also aligns with standards 2.3 Authentic Learning by using digital tools to engage

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students in authentic learning experiences. Kahoot aligns with PSC standard 3.3 Online & Blended Learning by providing a digital platform for teachers and students to collaborate online and 2.4 Higher Order Thinking Skills because it challenges students' academic skills with the differentiated activities from the sight. Finally, standard 5.3 is represented by using Google Forms to evaluate each of the workshops to improve teacher pedagogical skills.

Second project item/activity

The second project I will focus on is Edmodo. Edmodo is an engaging tool that brings the classroom into the 21st century all while providing a secure collaborating space that welcomes classroom discussions, assignments, quizzes, polls, and a gradebook. Edmodo includes different contents such as Language Arts, Mathematics, Science, Social Studies, Special Education, ESL, and much more. It also serves grade levels from Elementary to High School and has a mobile app for parents so that they can also be updated with classroom activities. The quizzes have different options to choose from such as multiple choice, true/false, fill in the blank, and matching. These options are helpful when it comes to measuring student comprehension of lessons.

A pre-assessment and post-assessment will be administered using Google Forms with this training and the data will be used to determine the teacher's comfort level with the material. Handouts with screenshots will be provided, as well as, helpful videos and examples. All of the videos and handouts will be housed on the training website. The PSC Standards that are aligned with this activity are Standards 2.3 Authentic Learning, 2.7 Assessment, 3.2 Managing Digital Tools & Resources, 3.3 Online & Blended Learning, 5.2 Professional Learning, 5.3 Program Evaluation, 6.1 Continuous Learning, and 6.2 Reflection.

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Third project item/activity

The third activity will be similar to the first and second activity except I will be focusing on using Learn Zillion. Learn Zillion includes great lessons plans and video lessons for Math and English Language Arts (including Close Reading and Writing) to review contacts, extra support, and can share with parents. The math lessons are task based and include guidance for implementation. They include quick formative assessments for teachers to measure where student's comprehension. For English Language Arts, the lessons include anchor text, text dependent questions, and student handouts. These combinations are great for building comprehension skills. There's also teacher notes, suggested pacing, standards that are addressed, and at the end of each lesson are comprehension skill videos to provide extra support for struggling students. The Interactive Write Along videos enable targeted writing intervention, and culminate in a formative assessment. It is good for whole groups, small groups or assigning assignments to individual students.

As with the first two activities this activity will include a pre- assessment and post-assessment using Google form. During the training, the materials provided will be based off of collected data and will include handouts with screenshots and examples of how to use Learn Zillion. Finally, I will add materials to the website to house all of the workshop materials. Learn Zillion is an engaging tool that also aligns with the PSC Standards 2.1 Content Standards & Technology, 2.2 Research-Based Learner-Centered Strategies, Standards, 2.3 Authentic Learning, 2.4 Higher Order Thinking, 2.5 Differentiation, 2.7 Assessment, 3.3 Online & Blended Learning, 5.2 Professional Learning, 5.3 Program Evaluation, 6.1 Continuous Learning, and 6.2 Reflection.

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Table 2.

Project Activities Alignment

Project Item/Activity	Project Objectives	Deliverable
Kahoot	By September 6, 2019, teachers will increase their use of Kahoot by 20%.	1. Develop an online needs assessment using Google forms to measure the comfort level of the team with using Kahoot. 2. Design and deliver at least 1 workshop to address those needs. 3. Develop handouts and screencasts to assist in the use of Kahoot. 4. Design and develop a website to house all of the workshop materials.
Edmodo	By October 4, 2019, teachers will increase their use of Edmodo by 20%.	1. Develop an online needs assessment using Google Forms to measure the comfort level of the team with using Edmodo. 2. Design and deliver at least 1 workshop to address those needs. 3. Develop handouts and screencasts to assist in the use of Edmodo. 4. Add materials to the website to house

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		all of the workshop materials.
Learn Zillion	By December 6, 2019, teachers will increase their use of Learn Zillion by 20%.	1. Develop an online needs assessment using Google Forms to measure the comfort level of the team with using Learn Zillion. 2. Design and deliver at least 1 workshop to address those needs. 3. Develop handouts and screencasts to assist in the use of Learn Zillion 4. Add materials to the website to house all of the workshop materials.

Evaluation Plan

The purpose of this project is to promote more integration of technology within the classroom in hopes of increasing students' comprehension, fluency, and math skills. The success of this project will be evaluated over the listed timeframe using surveys created in Google Forms, workshops, and useful resources that will be shared through a provided website. My third grade team will be given a pre-survey and a post-survey to determine their level of comfort using the different tools previously stated. The results will be used to determine if the objectives are being met and how effective the collaboration and provided resources are with supporting my colleagues to reach the desired goals. The PSC standards related to these goals will also be evaluated throughout the project.

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First project item/activity

The first activity will be to introduce my colleagues to Kahoot. I will use the pre-survey to help determine how comfortable my team is with implementing Kahoot in their classroom. After I give examples of the different ways Kahoot can be used to engage their students in math, I will administer another assessment at the very end to determine if they feel more comfortable with integrating this tool in the classroom. I will also ask questions about the content presented and if there is anything that they feel could have been more helpful in their learning experience. These questions will be used to help me improve my workshops in the future.

Second project item/activity

The second activity will be to teach my team how to use Edmodo. A pre-survey will be given through Google Forms to determine their comfort level with using Edmodo. I will then give instructions and examples on how to integrate these tools into their lessons while supporting them with creative strategies that will help build their students' fluency and comprehension skills. I will then administer a post-survey to assess the effectiveness of the training and to also use as a guide for improving future trainings.

Third project item/activity

The third and final activity I will present is Learn Zillion. This tool will be used to provide instruction and examples of how to build students' comprehension and math skills. I will give a pre-survey to determine my colleagues' level of comfort with integrating Learn Zillion in

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the classroom. Then I will demonstrate how to integrate this amazing tool into the classroom and also elaborate on how it can be used to assess students in their learning environment. Finally, I will give a post-survey about the entire project to determine if I have successfully met each objective and the PSC standards that are aligned with the workshops. The post-survey will also be used to assess my team's comfort level after learning and seeing examples of shared strategies for Learn Zillion.

Project Timeline

The timeline for my project will be during the 2019 school year. The project will begin in September with the creation of all the materials for the first workshop, website, and the assessments. It will continue throughout the year by having three total workshops. The entire project should take an estimate 100 hours to complete. An outline for the projected time can be found in Table 3. The data collection will end in December; however, continued support will be given to colleagues as needed. All resources will also be housed on a website for review. A list of these resourceful materials can be found on below in Table 4.

Table 3.

Project Timeline

Month	Project Item/Activity, or Evaluation Item	Hours
May	Create a needs assessment survey using Google Forms to determine colleagues needs and current technology integration within the classroom.	3 hours
May	Analyze survey results to determine the technology tools and resources needed to support teachers learning.	4 hours
May	Meet with each teacher to discuss apprehensiveness of integrating technology more into the learning environment	4 hours

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August	Design training website	8 hours
August	Develop pre-survey, handouts, screenshots, any other needed materials	4 hours
August	Add all materials to the training website	2 hour
August	Design Workshop #1	15 hours
September	Implement Kahoot Workshop	1-2 hours
September	Analyze post-survey results and meet with any teachers who would like additional support.	4 hours
September	Add all materials to the training website	2 hour
September	Design Workshop #2	15 hours
September	Develop pre-survey, handouts, screenshots, any other needed materials	4 hours
October	Implement Edmodo Workshop	1-2 hours
October	Analyze post-survey results and meet with any teachers who would like additional support.	4 hours
October	Add all materials to the training website	2 hour
November	Design Workshop #3	15 hours
November	Develop pre-survey, handouts, screenshots, any other needed materials	4 hours
December	Implement Learn Zillion Workshop	1-2 hours
December	Analyze post-survey results and meet with any teachers who would like additional support.	4 hours

Table 4.

Proposed Resources

Proposed Resources	Specific Item
Human Resources	Teachers attending workshops and participating in project
	Support from administration and Instructional Technology coach when on site
Technology Tools	Smartboard, Teacher laptops, Web 2.0 tools
Space	Classroom, Professional Development room , or Learning Commons

Materials	Surveys, Paper handouts of materials, Website to house all materials

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